2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 30Q010

School Name: I.S. 010 HORACE GREELEY

Principal: CLEMENTE LOPES
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: I.S. 10Q, Horace Greeley Middle school

School Number (DBN): 30Q010

BEDS Code: 343000010010

Grades Served: 6, 7, 8

School Address: 45-11 31st Ave, Long Island City, NY 11103

Phone Number: 718-278-7054

Fax: 718-274-1578

School Contact Person: Clemente Lopes

Email Address: Clopes@schools.nyc.gov

Principal: Clemente Lopes

UFT Chapter Leader: Cathy Sarlo

Parents’ Association President: Ofelia Aslam

SLT Chairperson: Michael Mascitti

Title I Parent Representative (or Parent Advisory Council Chairperson): Elizabeth Lugo

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 30

Superintendent: Dr. Philip Composto

Superintendent’s Office Address: 28-11 Queens Plaza North, Queens NY, 11101

Superintendent’s Email Address: Pcompos@schools.nyc.gov

Phone Number: 718-391-8323

Fax: 718-391-6147

Field Support Center (FSC)
FSC: Queens North
Executive Director: Lawrence Pendergast

Executive Director’s Office Address: 28-11 Queens Plaza North, Queens NY, 11101
Executive Director’s Email Address: lpender@schools.nyc.gov
Phone Number: 718-391-8231  Fax: 718-3918320
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:
1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk.*
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clemente Lopes</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Cathy Sarlo</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Ofelia Aslam</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Narini Singh</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Abbad Aouatef</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Amal Salameh</td>
<td>Parent</td>
<td></td>
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<td></td>
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<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Elizabeth Lugo</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Michael Mascitti</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Karen Martin</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Nfatou Mbaye</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Ms. X. Monrou</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Ms. M. Teti</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Ms. Irene Sergiou</td>
<td>Teacher</td>
<td></td>
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<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

The Framework for Great Schools and CEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
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<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers:</strong> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
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<td><strong>Effective School Leadership:</strong> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
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<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<tr>
<td><strong>Trust:</strong> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
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The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

**NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. **Instructional Core Across Classrooms:** Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. **School Culture:** Positive Learning Environment (1.4), High Expectations (3.4)
3. **Systems for Improvement:** Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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Our school mission continues to be at the center of our daily commitment to increase student’s outcome and success:

“Horace Greeley’s mission is to provide every student with the skills, academic knowledge, emotional
support, and values needed to compete and succeed in the 21st Century. We are committed to the belief that a quality education is the product of a nurturing staff, involved families, high expectations, and an atmosphere respectful of individual differences. Parents as partners in education are encouraged to foster the growth of their children by becoming more involved in our school community.

I.S. 10 encourages children to excel and become lifelong learners. To reach these goals, students will be engaged in activities that foster critical thinking, problem solving, and decision making through academic rigor, technology, and the arts.”

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Our school sits in the midst of Long Island City, Queens, in close proximity to two of our three feeder elementary schools and William Cullen Bryant High School. Long Island City is a densely populated community, which includes: small businesses and multiple dwellings, Museums of Art and the Moving Image and industrial buildings. There are a large number of recently arrived immigrants from the Middle East, Asia, Europe and South America. 53% of our students are Hispanic, 17% of our students are Caucasian, 22% of our students are Asian, and 7% of our students is African American. Originally designed and built as an elementary school, and functioning for many years as a Junior High School, we are presently an intermediate school servicing grades 6, 7 and 8 with a population projection of 768 students. The rear of the school is adjacent to an asphalt park, which is used for recess activities.

I.S. 10Q, proudly continue to have partnerships with the Museum of the Moving Image, Boys and Girls club, The Brooklyn Grange, the Young Explorers (NYPD), the RAPP program, and the New York Foundling Assoc.

Inside the school, we have a science room with experiment tables and sinks, an Hydroponics science room, a multimedia library, and a fully equipped auditorium with sound system; although ready to be upgraded it is still functional. All classrooms have access to the Internet and are equipped with interactive white boards. The school has wireless capabilities in all student classrooms, and several computer carts assist with projects and research. The cafeteria facility for students has limited space making it necessary, to have three lunch periods.

Our parent coordinator in unison with the parents of our Parent Association, continue to provide workshops and other parent activities to increase parent involvement and increase their understanding on areas such as; The Changing promotional requirements, the Standards, The Adolescent Child, test sophistication, on line bullying, and social and emotional needs.

3. Describe any special student populations and what their specific needs are.

The number of students with disabilities and receiving mandated services, is at this time is projected at 152. Students are mainstreamed into general education classes at the discretion of the IEP team, and self-contained teachers’ recommendations. The criteria for mainstreaming are performance in subject area, individual assessment by the I.E.P. team to measure behavior, suitability for individual students to perform in a mainstream class with the workload required and student interest in a particular subject area. There are approximately 11-15 general education students receiving resource room services. Twenty percent of our students are ENL. Dozens of native languages are represented in our diverse population. Due to the diverse immigrant population, there are insufficient numbers of students in most native languages to form bilingual classes. We have created the following ENL classes, one 6th grade class, one 7th grade class, and one 8th grade class. Each of our 3 ENL classes are taught language arts, ENL, science,
social studies, and mathematics by permanently certified teachers. All ENLs, receive the mandated\required times of arts, and physical education.

<table>
<thead>
<tr>
<th>4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.</th>
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</thead>
<tbody>
<tr>
<td>In cooperation with the administrative and instructional cabinet, and the SLT, by reviewing the data we determined that, I.S. 10Q made the most progress in the area of ELA. All students at (42.6%) in 2017, with an increase in SWD from 9.1% in 2016 to a 10.6% in 2017. We are awaiting the ELL data. Rigorous instruction in science and math will continue to be the focus. We will continue to align the curriculum throughout the grades, in order to move forward and continue to remain in Good Standing. Further, after reviewing our PPO feedback, improving and aligning classroom assessment, questioning, and giving meaningful feedback to teachers via the Advance observation system, will continue to be a focus for the 2018-2019 school year.</td>
</tr>
</tbody>
</table>
## School Demographics and Accountability Snapshot for 30Q010

### School Configuration (2018-19)
- **Total Enrollment (2017-18):** 741
- **SIG Recipient (Y/N):** No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** N/A
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 52
- **# SETSS (ELA):** 15
- **# Integrated Collaborative Teaching (ELA):** 83
- **# Special Classes (Math):** 53
- **# SETSS (Math):** 15
- **# Integrated Collaborative Teaching (Math):** 82

### Type and Number of Special Classes (2018-19)
- **# Visual Arts:** 10
- **# Music:** 14
- **# Drama:** 15
- **# Foreign Language:** 6
- **# CTE:** N/A

### School Composition (2017-18)
- **% Title I Population:** 77.0%
- **% Attendance Rate:** 89.8%
- **% Free Lunch:** 73.5%
- **% Reduced Lunch:** 2.3%
- **% Limited English Proficient:** 16.3%
- **% Students with Disabilities:** 17.9%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 1.1%
- **% Black or African American:** 6.7%
- **% Hispanic or Latino:** 56.1%
- **% Asian or Native Hawaiian/Pacific Islander:** 20.0%
- **% White:** 16.1%
- **% Multi-Racial:** 1.1%

### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19):** 13.57
- **% of Teachers with No Valid Teaching Certificate:** 2%
- **% Teaching Out of Certification:** 19%
- **% Teaching with Fewer Than 3 Years of Experience:** 0%
- **Average Teacher Absences (2014-15):** 7.5

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** 50.7%
- **Mathematics Performance at levels 3 & 4:** 40.6%
- **Science Performance at levels 3 & 4 (Grade 4):** N/A
- **Science Performance at levels 3 & 4 (8th Grade):** 70%

### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **Global History Performance at levels 3 & 4:** N/A
- **US History Performance at Levels 3 & 4:** N/A
- **4 Year Graduation Rate:** N/A
- **6 Year Graduation Rate (2011 Cohort):** N/A

### Regents Diploma w/ Advanced Designation (2015-16)
- **% ELA/Math Aspirational Performance Measures:** N/A

### Overall NYSED Accountability Status (2018-19)
- **Reward:** No Recognition
- **In Good Standing:** Yes
- **Local Assistance Plan:** No
- **Focus District:** Yes
- **Focus School Identified by a Focus District:** No
- **Priority School:** No
- **Focus Subgroups:** N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: YES
  - Hispanic or Latino: YES
  - White: YES
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: YES
  - Hispanic or Latino: YES
  - White: YES
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

With the assistance of data specialist, the instructional and administrative cabinet conducted an assessment of all data in relation to rigorous instruction in all subgroups in science, and the elements that led I.S. 10Q, to meet AYP during the fall of 2015. Our needs assessment was a combination of a questionnaire survey and discussion with the content teachers, parents, administrators, School Leadership Team, in regards to the use of materials in our science classrooms, the use of technology as well as the increasing the Laboratory practice for the 6th and 7th grade students. The leadership team and teacher specialists were involved in the examination of the data and in the assessment of the effectiveness of our current instructional programs. We analyzed many quantitative and qualitative data sources but kept our focus on the NYS science exam.

Prof. Level 1

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 8</td>
<td>13%</td>
<td>5%</td>
<td>3.5%</td>
<td>9%</td>
<td>-5.5%</td>
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Prof. Level 2

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<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019 Goal</th>
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<tbody>
<tr>
<td>Gr. 8</td>
<td>23%</td>
<td>27%</td>
<td>25.5%</td>
<td>31%</td>
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Prof. Level 3/4

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<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019 Goal</th>
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<tbody>
<tr>
<td>Gr. 8</td>
<td>74%</td>
<td>66%</td>
<td>70.8%</td>
<td>60%</td>
<td>15%</td>
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Additional instructional support in grade six and grade seven science, remains a top priority for all of our students. Aside from the aforementioned quantitative data, the following qualitative data will be used to monitor and address the science dept. needs: Formal and informal observations, portfolios, rubrics, writing samples, class work, homework, and projects will also be utilized for student progress.

1. Data shows that we have made progress since 2015.

2. We intend to continually monitor the progress of the student groups, by analyzing data from IoEducation, periodic assessments, pre and post assessments, inquiry team work, NYC performance exams, the school quality guide, and offer additional support to targeted specific student subgroups in the form of after school science programs.

3. Based on the review of the Data, and input from the administrative and instructional cabinet, we have decided to continue to align the Science curriculum throughout the grades to mirror the grade eight mode of instruction, and ensure that laboratory practice, short answers format, and multiple choice stamina, becomes uniform throughout the grades, and a priority to ensure rigorous instruction early on.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 5% of students will move from a Level 2 to a Level 3 and 5% of students will move from a Level 3 to a Level 4 on the State science exam.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity(strategy)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td>All science teachers.</td>
<td>September 2018 to June 2019</td>
<td>Principal and Asst. Principals.</td>
</tr>
<tr>
<td>Provide weekly meeting time for teacher teams. Professional development Mondays, will be used to have all grades practice and learn the mechanics of the administrative of the practical component of the NYS science exam, in order to begin instruction for this piece as early as sixth grade.</td>
<td>All science teachers.</td>
<td>September 2018 to June 2019</td>
<td>Principal and Asst. Principals.</td>
</tr>
<tr>
<td>Teacher, Professional Learning Teams. Teacher teams meet with Inquiry team bi-monthly to analyze department data (by grade, class, gender, status)</td>
<td>All Sci. teachers, and Asst. Principal</td>
<td>November 2018 to June 2019</td>
<td>Principal, Teachers and Asst. Principal.</td>
</tr>
<tr>
<td>Science and AIS teachers. Monthly department meetings with department heads. Influx, during spring to review data in regards to ELL and SWD students, in order to modify, create, and provide additional support for targeted classes and areas of need.</td>
<td>Asst. Principal, Sci. Teachers, and AIS teachers</td>
<td>October 2018 to June 2019</td>
<td>Asst. Principal, Sci. teachers, AIS teachers.</td>
</tr>
<tr>
<td>After-school science and test sophistication program for all eight grade students, with focus on at risk ELL and SWD students, identified by our Science periodic assessment. Strategies that we will use will be; collaboration between the science teachers, and the special education teachers by providing common planning. Use of Thinking Maps for SWD and ELL students, class wide peer tutoring, and Mnemonic study guides, that assist SWD and ELL students on the development of note taking skills.</td>
<td>All Grade 8 th students.</td>
<td>January 2019 to June 2019</td>
<td>Science teachers, Asst. Principal, Sci. Dept. chairperson, Principal.</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Assistant Principal in charge of science, the science chairperson, and the parent coordinator, will create parent activities involvement nights to take place during the September and May parent meeting, and two P.A. meetings during the year. Activities will include; "STEAM family projects," the science of self sustaining," STEAM night," and "Dos and Dont's of the science fair."

Furthermore, Principal, and Asst. Principals will provide science teachers with research based professional development on conducting meetings for parents on the "adolescent child, and their learning styles." The students teaching teams, will then prepare for meetings with targeted parents and students, every Tuesday 2:20 PM to 3:00
PM, from October 2018, to May 2019. The Assistant Principal, will be in charge of supervising the meetings, and students will be included to promote student ownership of their work.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

NYSTL Software Funding, Fair Student Funding, Title I Funding, Tax Levy Funding

One supervisor per session two days per week, for twelve weeks.

Four Teachers per session two days per week, for twelve weeks.

Supplies to support science laboratory,, microscopes, slides, laptops, workbooks.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | || Title I SWP | || Title I TA | X | Title II, Part A | || Title III, Part A | X | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | C4E | || 21st Century Grant | || SIG | || PTA Funded | || In Kind | X | Other |

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, students will take our mid year assessment in science in all grades, to monitor the progress toward our goal. The assessment will mirror all elements of the grade eight New York State science exam.

By February 2019, 2% of the grade eight students will move from a LV 2 to a LV 3, and an additional 2% from a LV 3 to a LV 4, as monitored by our science assessment, that will be administered in September 2018, February 2019, and May 2019.

The data analysis of the assessments will be used to monitor the progress toward our goals, change the pacing calendar, and unit plans accordingly.

The Assistant Principal, and the department chair, will conduct learning walks every three to four weeks, and report findings to instructional cabinet.

Formal and informal observations, portfolios, rubrics, writing samples, class work, homework, and projects will also be utilized for the monitoring of student progress.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

1. IoEduca
2. In-House created Periodic assessment
3. Pre and Post Unit exams.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Based on the past data from our learning environment survey, and the school quality guide, with regards to school culture, 85% of students responded positively to questions about safe environment. 89% of students say that the school provides useful information about the HS application and enrollment process. 85% of students feel safe in the hallways, bathrooms, locker room, and cafeteria, and 92% of students feel safe in their classes. 72% of students say that teachers notice when they are upset or having emotional difficulty. Students at I.S. 10Q, feel safe and supported both in and around the school building. The work of our teachers, guidance counselors, social worker, psychologist, Deans and administration is centered on the belief that all middle school children can be successful when supported by a trusting environment that allows students to thrive in a challenging yet safe school setting.

There is also the belief that all students should engage in rigorous aligned instruction that is geared towards our school instructional goals and college and career readiness. Our major priority need for this school year would be that every student at I.S. 10Q, continues to have at least one staff member that they can trust and feel supported by in order to increase the 72% indicated in paragraph one.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will expand our small academy practices, in order to ensure that at least 95% of our students know at least one staff member that they can trust and be supported by. By creating an all grade six academy, and redistributing our guidance counselors assignments. We will review the student survey in the fall of 2019, and specifically focus on the percentage of positive responses of students feeling that their teachers "identify when they are having emotional difficulty."
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A survey created by the student council and Parent Association, will be administered to homerooms. The data from this survey, will be analyzed and shared with the SLT, and the students. The Skedula environment chart will be monitored weekly by the RFA Liaison to address anecdotal records and referrals increase or decrease. The student council will meet on a monthly basis and discuss ways to encourage students and staff to treat people respectfully. The program runs from September to June and is overseen by the Dean(s). The RFA liaison will continue the bimonthly student/parent workshops on respect for all topic; i.e., bullying, cyberbullying, self worth, and gender bias.</td>
<td>students, teachers.</td>
<td>September 2018 to June 2019</td>
<td>Administration, student council, deans, teachers.</td>
</tr>
<tr>
<td>Homeroom teachers will hold weekly conversations with students in their homeroom to discuss concerns and areas of support, Homeroom acts as an Advisory period. Students will be able to ask questions about all areas that they believe they need more support in. This will allow students to gain trust and support to meet their needs, while engaging in an atmosphere of mutual respect. Homeroom teachers will bring concerns for support to the Dean and the RFA liaison.</td>
<td>Students</td>
<td>September 2018 to June 2019</td>
<td>Administration, deans, homeroom teachers, RFA liaison.</td>
</tr>
<tr>
<td>At risk SWD and ELL students will be part of a &quot;student support team.&quot; The team will meet weekly on Tuesdays and discuss IEPs, and behavior plans. ELL students, under supervision, will meet with peer mediators, and discuss and resolve minor infractions and create a resolution. Peer Mediation Program; this program will continue to resolve issues for our students, via their peers, who will be trained by the RAPP counselor. This support will help our students gain trust and allow them to feel safe within the school. Conflicts will be reported to our RAPP counselor, and the counselor will make a determination on which peer mediator to use to resolve the conflict.</td>
<td>Students</td>
<td>September 2018 to June 2019</td>
<td>RAPP Counselor, Peer Mediators, Deans, Staff, NY foundling social worker</td>
</tr>
<tr>
<td>School events (such as Back to School Night, Parent Teacher</td>
<td>Parents, Students</td>
<td>September 2018 to June 2019</td>
<td>Administration, teachers, counselors, deans.</td>
</tr>
</tbody>
</table>
Conferences, Science and Art Expos, Music and Theater

Performances, sporting events, etc.) will be used as an opportunity to introduce families to the various individuals within our building that students can turn to for support in a time of need.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parents will receive professional development during our September, January, and May P.A. meetings in regards to "the Power Brain classroom," "and Power Brain activities for the whole family," and "the classroom environment." This activities will be run to create a supportive school and positive home environment.

Parents will be receive a formal invitation for parents conferences, to support and celebrate the work their child has done to prepare to lead their very own conference. Parents will receive a formal thank you letter from their child for attending, the student lead conferences, and will chaperon the parents during Tours on Tuesday, every Tuesday at 9:00 AM, from October 2018, to June 2019. Grade counselors, our parent coordinator and Asst. principals, will be supervising this activity through out the year.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Master schedule programming to allow for common planning time
- Funding for outsourcing Staff Development for teachers
- Staff copies of "The Motivated brain," by Gregory & Kaufeldt
- Monday Professional Development.

Teacher Team Meetings

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tr>
<td></td>
<td>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, the skedula school environment graph, the anecdotal records percentage, and a follow up survey, will be analyzed. The results of these three systems, will be shared and discussed, with the student council, SLT, and staff.
Also, by February 2019, conversation and feedback from instructional cabinet, student government, RFA liaison, parent feedback through Pupil Path, and classroom observations will inform progress with respect to this goal.

**Part 5b. Indicate the specific instrument of measure that is used to assess progress.**

1. Skedula - School climate graph
2. Pupilpath - parents feedback
3. Learning Environment survey
4. P.A. created survey

**Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.**
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In analyzing the NYS Proficiency results, Progress results and comparison of City-Wide Schools and Peer Schools data revealed that Proficiency in ELA was 46.1% and Math was 33.7%, a decline from last year’s 35.1% . The school’s strength is in the area of ELA, and the NYC instructional reports were used to obtain more specific information that assisted teachers in identifying areas of strengths and challenge for students. In ELA, the instructional report analysis revealed that although students performed (vs the city) well, our ELA dept. needs to focus on literary points of view, evaluating an argument, and word meaning. In analyzing the data from the instructional reports, we identified our SWD students with having difficulties with writing to sources, with a high number of negative .47%, while our ELL students had an increase since last year in all areas, with a high positive .53% in all areas. In order to continue to improve our teams, we continue to analyze the results from the Quarterly assessments given in house, and it will be followed by analyzing the New York State results. Consequently, the next step will be to breakdown our item skill analysis to focus and pinpoint the strands that are in need of improvement from the previous year’s data. For example, this analysis identifies “Standards of need” using the following factors:

- High frequency of questions in which specific standards occur
- High frequency of low percentage “correct” question responses as a school (per grade)
- High frequency of low values in the difference in percentage of “correct” question responses as a school/grade as compared to NYC results.

Teachers will continue to modify curriculum maps, pacing calendars, and alter the Expeditionary Learning curriculum in order to address our SWD and ELLs needs. Data analysis, and identification of strands from the previous year’s results, will guide the initial team meetings, and the teams will continue to be supported by our Department chairpersons, and Asst. Principals. This support will continue when necessary by consultants who have conducted past professional development to our professional learning teams, and Borough Support Center staff.

Also, beginning, the 2018-2019 school year, all seventh and eight grade teachers will begin to loop with their students. Grade seven teacher will move up to grade eight with their classes, and grade eight teachers will begin a new cycle with grade seventh students.

After teacher teams analyze the data, they will create and modify assessments and rubrics that are aligned with the school’s curriculum. The school uses common assessments to determine student progress toward goals across grades and subject areas. Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment.

Part 2 – Annual Goal

2018-19 CEP

21
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 95% of teacher teams will continue to align assessment in the classroom to curricula, and checks for understanding for all ELLs, SWD, lower one third and upper one third in the classrooms. These alignments will be monitored every three to four weeks, via the collection of lesson plans, curriculum maps, and/or pacing calendars. Progress will also be measured via formal and low inference observations, and the analysis of our quarterly assessment in ELA.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

**Target Group(s)**

<table>
<thead>
<tr>
<th>Who will be targeted?</th>
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<tbody>
<tr>
<td>All Teachers</td>
</tr>
</tbody>
</table>

**Timeline**

<table>
<thead>
<tr>
<th>What is the start and end date?</th>
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<tbody>
<tr>
<td>October 2018 to June 2019 - Twice per month.</td>
</tr>
</tbody>
</table>

**Key Personnel**

<table>
<thead>
<tr>
<th>Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Asst. Principal of Dept., Chairperson of Dept. CITE consultants</td>
</tr>
</tbody>
</table>

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**ELA teachers, special education teachers, and the ESL specialist, will create a protocol that focuses on modified assessments in the classroom for SWD, ELLs, and at risk students. These protocols will be shared during professional development with the whole staff. Principal will schedule regular teacher teams, and will program Professional Development Mondays for teams to meet and conduct professional development on questioning techniques, and how to develop a comprehensive assessment, to increase teachers’ pedagogical knowledge around the development of lesson plans that include assessment for understanding for all learners in the classroom.**

**Target Group(s)**

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**Timeline**

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**Professional development sessions on teacher created assessment, and actionable feedback. Professional development to be provided by the teacher’s center (UFT), CITE, and Asst. Principals.**

**Target Group(s)**

<table>
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<tr>
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<tbody>
<tr>
<td>All teachers</td>
</tr>
</tbody>
</table>

**Timeline**

<table>
<thead>
<tr>
<th>What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2018 to June 2019. Dates to be determined.</td>
</tr>
</tbody>
</table>

**Key Personnel**

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<tbody>
<tr>
<td>Principal, Asst. Principal of Dept. Teachers. CITE consultants.</td>
</tr>
</tbody>
</table>

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**Principal and Asst. Principal will attend and facilitate weekly team meetings for all teams to ensure that sufficient planning time is provided, and that the necessary modifications to the curriculum are taking place. Units and tasks will be evaluated and discussed by the teams, Asst. Principals, and Dept. Chairs. bimonthly.**

**Target Group(s)**

<table>
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<tr>
<th>Who will be targeted?</th>
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</thead>
<tbody>
<tr>
<td>All teachers</td>
</tr>
</tbody>
</table>

**Timeline**

<table>
<thead>
<tr>
<th>What is the start and end date?</th>
</tr>
</thead>
</table>
| November 2018 to June 2019
  Twice per month during scheduled team meetings. |

**Key Personnel**

<table>
<thead>
<tr>
<th>Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Asst. Principals. Dept. Chair.</td>
</tr>
</tbody>
</table>

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**Intervisitation schedule will be proposed and created, for teachers to observe their revised units and lessons, and foster a more teacher to teacher feedback system, and sharing of best practices. A protocol and a standardized form will be used to streamline the process and maximize feedback among staff members.**

**Target Group(s)**

<table>
<thead>
<tr>
<th>Who will be targeted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
</tr>
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</table>

**Timeline**

<table>
<thead>
<tr>
<th>What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2018 to June 2019. To be scheduled by the team monthly, according to the need of the staff member.</td>
</tr>
</tbody>
</table>

**Key Personnel**

<table>
<thead>
<tr>
<th>Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Asst. Principals. Dept. Chair.</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

By May 2019, CITE, contracted vendor, will present to our monthly PA meetings the following topics; "How to get involved in your child's education," The adolescent child," and "Parents and family resources on Engage NY."

The ELA teams, will present during our afternoon parent conferences in September 2018, and May 2019, an introduction to the important topics in grades six to eight, such as citing evidence from fiction and non-fiction to support analysis of text, or developing a rich vocabulary to speak and write more coherently and precisely. Our school has worked to improve open communication between the school and the families in a variety of forums. Over the last few years, we have employed the use of a school wide online grading system that allows parents to view their child’s academic progress, behavior logs, and assignments immediately. During the 40 minute parent engagement sessions, our guidance counselors, and parent coordinator, schedules individualized parent teacher conferences for parents of targeted students to meet with all of their child’s content area teachers, and the school support team if necessary. Via our push notification App, and our website, parents are encouraged to come and meet the teaching teams for their children for the current year, and future teams for the upcoming grades.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Budget will be allocated for teacher and supervisors per session to attend workshops. School program is aligned to ensure that all Professional Teacher Learning Teams have a common time to meet, and allowed for flexibility in intervisitations.

Provided Smart boards for all classrooms, allocated funds to purchase more laptops to assist with technology. Will re-purchase a ten session workshop series on Google docs and Google classroom, technology that assists teachers create digital lessons with scaffolds and assessments. Purchased PupilPath, an online system that assists parents with the monitoring of the children’s progress and curriculum instruction, and IoEducation, a software system that encompasses grading, communication with parents, anecdotal logs, data analysis.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | || Title I SWP | || Title I TA | || Title II, Part A | X | Title III, Part A | || Title III, Immigrant |
|---|----------|---|---|---|---|---|---|---|---|---|
| || C4E | || 21st Century Grant | || SIG | || PTA Funded | || In Kind | || Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2019, the iReady Assessment will be administered, and the results will be analyzed and compared to the Pre-assessment, iReady, given in September 2018, and we will expect a 5% increase of level 1 students moving to level 2, and a 5% increase of students moving from level 2 to level 3/4. Also, for ELLs, SWD, and AIS students, the data produced from our program NewsEla, and iReady, will be analyzed as well for growth, trends, and areas of improvement. Instructional practices are continuously monitored via low inference and formal observations. Our school instructional goal, which goes hand in hand with high order thinking skills, is always at the forefront of our
observation practice, and revised unit plans, lesson plans, assessment practices, and scaffolding techniques will be revisited and analyzed every four to six weeks, with a mid-point assessment planning meeting in January 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- iReady Assessment
- Low inference observations
- IoEducation
- NewsELA

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the school quality guide, under effective school leadership, the school received a 3.79 score, a +0.21 compared to city and district, with all four elements averaging 95% positive response rate.

On the PPO, June 2018, feedback, was "sampled observation reports conducted by your assistant principals, although they provide teachers with feedback to affirm their work, feedback does not provide leverage areas to support development that will advance pedagogical practices to improve student outcomes." This trend was present when reviewing the Advance observations feedback, given by the Assistant Principals in charge of the various subjects.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

As measured by the Advance Teacher Performance Overview Report, and the Advance Teacher Level MOTP Detail Report, Assistant principals will develop pedagogy around delivering effective feedback to teachers, that provide support, teacher's development and advance teacher practice to improve student outcomes.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Assistant Principals</td>
<td>September 2018 to June 2019</td>
<td>Principal, Asst. Principals, staff developer(s), Borough Support Center.</td>
</tr>
<tr>
<td>Principal Assistant Principal</td>
<td>October 2018 to June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>Principal assistant principal</td>
<td>October 2018 to June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
</tbody>
</table>

- Assistant Principals, will participate in professional development given during the Professional Development Mondays, utilizing research based pedagogy, on effective feedback and identifying success toward teacher’s goal and instructional practices.

- Instructional learning walks by Principal and individual Assistant Principal, every four to five weeks, to monitor and determine implementation and effectiveness of pedagogy acquired during professional development sessions.

- Analysis of observations reports on Advance, to discuss and improve the feedback, and monitoring of teacher’s next steps.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

By February 2019, the Principal, will present to two monthly PA meetings the following topics; "The importance of school surveys," and "How to use Pupilpath and Remind, to keep an open area of communication," and will share with parents the way in which teacher’s classroom instruction is being monitored via the Advance observation system.

In the area of pedagogy, the ELA teams, will present during our afternoon parent conferences in September 2018, and May 2019, an introduction to the important topics in grades six to eight, such as citing evidence from fiction and non-fiction to support analysis of text, or developing a rich vocabulary to speak and write more coherently and precisely. Our school has worked to improve open communication between the school and the families in a variety of forums. Over the last few years, we have employed the use of a school wide online grading system that allows parents to view their child’s academic progress, behavior logs, and assignments immediately. During the 40 minute parent engagement sessions, our guidance counselors, and parent coordinator, schedules individualized parent teacher conferences for parents of targeted students to meet with all of their child’s content area teachers, and the school support team if necessary. Via our push notification App, and our website, parents are encouraged to come and meet the teaching teams for their children for the current year, and future teams for the upcoming grades.
Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Staff Developer(s)

- Utilization of Monday Professional development sessions (Inquiry time).

- Books for Assistant Principals, part of book studies and research

- CITE, contracted vendor

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
<tr>
<td>C4E</td>
<td></td>
<td></td>
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</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, observations will be reviewed, and the actionable feedback for the various departments reviewed and analyzed, from the administrative cabinet.

Our Teacher development and Evaluation Coach (TDEC), will be asked to provide two, professional development sessions for the Assistant Principals, September 2018, and November 2018, dates TBD.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Lesson Plans

Advance Data (observations)

Advance data reports

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

   Strengths: The Middle School Quality Guide, 2018-2019, indicates a 90% positive response in the outreach to parent portion of the element, 86% of parents say that school staff regularly communicate with them about how the staff can help their children learn. 92% of teachers say that teachers at this school work closely with families to meet students’ needs. Our attendance rate is 95%, which is a positive indication of school environment. Areas in need of strengthening include: The Learning Environment Survey 17-18 indicates that 73% of the parents took the survey, an increase from 65% from last year. It would be advantageous to continue to increase the interest of parents in their child’s school, and increase the percentage rate of answer to ensure a rise in percentages for specific questions.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be an improvement beyond the current rate of 73% for parent completion of the learning environment survey as evidenced by an increase of 5% in parent participation, and an increase on our score in the school quality guide of 2.73, which will build stronger relationships and encourage more family involvement.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Parents | September 2018 to June 2019 | Administration, P.A., parent coordinator. |

The new contract allows for parent communication during Tuesday afternoon. Teachers can meet with parents in teams, and/or contact parents with positive messages as well as reaching out to parents on how they can support their children. Contact will be made via phone calls, the remind app used by our teachers, and pupil path emails. Teachers update Skedula, the online grading system and parents can view through Pupil Path their children’s progress. Parent workshops are planned based on interest surveys that will be sent home during the month of November 2016, and needs identified by teacher’s surveys. PA is currently developing more opportunities for parents to be involved in school activities: dances, fundraisers, etc.

Workshops to help the parents of ELLs and SWDs best support their child with class work and homework, will be given throughout the year, by contracted vendors and Assistant Principal.

The workshops will revolve around the adolescent child development, Internet safety, and high school process and application.

CBOs, will be contracted to begin adult ESL classes, and naturalization progress classes.

Parent surveys will be created and given via Google.docs September 2018, and February 2019, to find out needs, and possible topics for workshops.. Responses will be used to address concerns and adjustments will be made to guide future PA meeting’s. The PA will offer more workshops for parents that will be based on interests; i.e., anti-bullying, Exit Projects, Common Core etc.

| | | | |
| ELL and SWD parents | September 2018 to June 2019 | ENL Teachers, Administration, parent coordinator |
| Parents | September 2018 to June 2019 | Administration, Parent coordinator, P.A. |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Boys and Girls club - Adult ESL classes, and Naturalization classes.
NY Foundling Assoc. - Family mental health clinicians

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funding for Skedula and Pupilpath, funding to maintain School Messenger program, Funding to purchase Parent Handbooks on various topics such as NY assistance Organizations, HW, Bullying etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>21st Century Grant</td>
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<td>PTA Funded</td>
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<td></td>
<td>C4E</td>
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</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In September 2018, and February 2019, a P.A. created survey will be given to parents to monitor parent communication. By February 2019, we expect a 70 - 75 percent response rate return. Parent communication will be ongoing regarding the 2019 Learning Environment survey and its completion. We will monitor the response rate to reach out to parents who did not respond starting with first week of distribution.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Skedula

Surveys

P.A. meetings attendance

Special events attendance

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED's memo</a>.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>New York State ELA exam, teacher’s recommendation.</td>
<td>While in ELA students use Expeditionary, during AIS Students use theNewsELA, software system, which address various skill sets for ELA on all three grade levels (6, 7, 8). In addition to NewsELA, they also use the text, Measuring Up, which is a guide to Success Strategies for the State Test during the regular school day AIS class.</td>
<td>Classes and students are programmed four times per week in AIS classes, and only targeted students are placed in the AIS program</td>
<td>Service is provided during the regular school day, it is embedded during their regular program, and delivered by a certified ELA teacher.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>New York State Math exam, teacher’s recommendation.</td>
<td>Students use the New York State Coach workbook, as well as, IXL software program, and New York State Mathematics workbooks on each grade level (6, 7, and 8) during the regular school day AIS class. AIS teachers use an in-house created curriculum.</td>
<td>Classes and students are programmed four times per week in AIS classes, and only targeted students are placed in the AIS program</td>
<td>Service is provided during the regular school day, and it is embedded during their regular program, and delivered by a certified math teacher.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>New York State ELA exam, NYC science performance exam,</td>
<td>8th Grade students used Life Science Third Edition textbooks and Earth</td>
<td>Classes and students are programmed four times per week in AIS classes, and</td>
<td>Service is provided during the regular school day, and after school. Service is</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th><strong>Social Studies</strong></th>
<th>New York State ELA exam, NYC social studies performance exam, teacher’s recommendation</th>
<th>8th and 7th grade students use American Nation textbooks and in-house primary sources packet created by the social studies professional learning team. During the regular programmed AIS class. In-house created curriculum is also utilized, and America, history of our nation.</th>
<th>Classes and students are programmed four times per week in AIS classes, and only targeted students are placed in the AIS program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>JEP team recommendation, Special education teacher recommendation, grade subject teacher’s recommendations, counselors’ recommendations, RTI teachers’ recommendation.</td>
<td>Counselors provide at-risk services such as: Individual Counseling, Group Counseling, Mediation, recommendations for outside counseling services, and Academic Counseling during the regular school day, and our RAPP and NY Foundling program, provides relationship counseling, family counseling, and individual counseling via a certified social worker four times per week. School psychologist provides at-risk via Individual.</td>
<td>Individual conferences, meetings, and assistance is provided on a case by case basis.</td>
</tr>
</tbody>
</table>

2018-19 CEP 33
| Counseling, recommendations for outside counseling services, and Academic Counseling during the regular school day. |
| Social Worker provides at-risk services via Individual Counseling, Group Counseling, Mediation, recommendations for outside counseling services, Academic Counseling, and classroom visitations and evaluations. |
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


**Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | Six children are currently in Temporary Housing. |

2. Please describe the services you are planning to provide to the STH population.

   - Secretary directs target population to Counselor of academy, and family worker as necessary. 
   - Outreach, supplies, and school uniform if needed are provided to the students and family.
   - Ongoing counseling, and outreach provided for the student and family throughout the year via the counselors, and the attendance teacher.

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

Directions:
- All Schools must indicate their Title I status in Part 1.
- All elements of the All Title I Schools section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the TA Schools Only section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the SWP Schools Only section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. The School, in turn, ensure that teachers are HQT, as defined by the state of NY.

Teacher are recruited by selection through resume, interview with principal, and demonstration lesson. Hired teachers, are provided with professional development provided by borough center, school based mentor/s, and the area of assignment is restricted to their area of licensing to ensure that the staff member is highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional Development Schedule: Various Mondays throughout the year.

Monthly Team Meetings, conducted by Assistant Principal, and department chair.

Monthly workshops on creating modified assessments for ELLs, and SWD.

Monthly workshops on Depth of Knowledge, Rigor, and Advance Literacy.

Ongoing in-house professional development provided through a partnership with CITE on actionable feedback assessment, and student to student discussion.

Bi-Weekly Team Meetings

Peer inter-visitation scheduled for teachers

Biweekly mentoring support for first year teachers
### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

Not Applicable

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Not Applicable

### Part 4: SWP Schools Only

#### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Not Applicable

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The system’s we have in place to involve teachers in decision making are two fold; C6 positions as department chairs, that work as a liaison between the instructional cabinet and the departments. School base mentors, who work closely with new staff and departments teams, and report directly to the Principal.

1. Learning teams meet bi-weekly, and Department Chairs are present.

2. Department Chairs, meet with department supervisors, and principal to report and discuss agendas.

3. Assessments, progress, and strategies are discussed, and presented to the other members of the staff.

4. Asst. Principals, Principal, and Dept. Chairs are members of Instructional Cabinet, present the assessment and provide professional development in areas of need; For example, "questioning, developing instructional rubrics," formative assessment," "performance assessment."

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide

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¹ The text is truncated at the end of the direction.
plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$432,792.00</td>
<td>X 5A</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>5C</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$16,718.00</td>
<td>X 5A 5C</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>5C</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$5,249,531.00</td>
<td>X 5A 5B 5C 5D</td>
</tr>
</tbody>
</table>

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:
• Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

• A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aim to improve instruction and address the identified needs.

- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
</table>
| Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. IS 10, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

Our school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS. 10 will:</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

2018-19 CEP 41
Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.

Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

Provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, School Quality Guide, Quality Review Report, Learning Environment Survey Report;

Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Translate all critical school documents and provide interpretation during meetings and events as needed;

Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Parental Involvement and School Quality

#### To increase and improve parent involvement and school quality, I.S.10 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

### Encouraging School-Level Parental Involvement

#### I.S. 10 will:

Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and
inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

- Open House/s
- Orientations
- Tours on Tuesdays
- Join and volunteer Parents’ Association

Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
</table>

**IS 10**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

**IS 10** is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities: High Quality Curriculum

**I.S. 10 will:**

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
● Provide teachers with professional development

● Provide parents with trainings with workshops on content

● Create classroom environments conducive to the workshop model

● Provide leveled libraries in each classroom

● Provide word walls for student reference

  ● providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

---

**I. School Responsibilities: Supporting Home-School Relationships**

**I.S. 10 will:**

Hold two parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

● Parent Teacher conferences for the compact are held in November and March

Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:

● Phone conferences as needed

● Progress reports produced by Skedula

● Access to I.S.10 website, and school APP, to ease communication with teachers, and check school assignments

● Training in Pupilpath, to assess their children progress in standardized exams and report cards

● Parent conferences with classroom teachers

● Parent conferences with guidance counselors, deans, assistant principals, and principal

  ● Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

---

**I. School Responsibilities: Providing Parents Reasonable Access to Staff**

**I.S. 10 will:**
Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Phone conferences as needed
- Parent conferences with classroom teacher
- Parent conferences with teachers, guidance, principal and grade
- Access to Skedula, and I.S. 10 website, and NYC schools account

At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

I. School Responsibilities: Providing General Support to Parents

At I.S. 10 we will provide support to parents by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

We, as I.S. 10 parents, will support our children’s learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
● Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

● Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

III. Student Responsibilities

We, as I.S. 10 students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically we will:

● Do all my assignments every day and ask for help when I need to.

● Read and practice learned skills for a minimum of at least 30 minutes every day outside of school time.

● Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

● Be responsible for my learning, and wear the school uniform daily.
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one): ☒ conceptually consolidated (skip part E below) ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- ☐ Before school
- ☒ After school
- ☐ Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

- ☐ K
- ☐ 1
- ☒ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☒ 6
- ☒ 7
- ☒ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ______

The overriding goal of our after school ENL program at IS 10Q, is to implement Direct Instruction techniques to develop strong vocabulary, writing, and reading comprehension. The focus remains to teach and challenge students at high levels of thinking with the purpose of embedding comprehension skills while they are learning English. The ENL approach will develop skills in understanding the cognitive areas in English, Mathematics, and Science. Content area instruction will be provided in English. The integration of vocabulary acquisition through the implementation of the Preparing For the NYSESLAT model in the lessons, and the use of NewsELA.

NewsELA, will be used to scaffold the student's levels/abilities, and targeted learning styles. Allocating sufficient time for conceptual analysis. Scaffolding techniques consistently employed throughout the program, which include hands-on activities, visual demonstrations, and the use of computer software, play a critical role in developing and learning abstract concepts. The data used to form the various classes/groups are the following:

- NYSESLAT.
- NewsELA- Pre-assessment for ELA.
- I.S. 10Q Math Quarterly examination.
- Teacher's recommendations.

Our Data currently shows that:
- 58% of our students are classified in the Expanding Level.
- 27% of our students are classified in the Transitioning level.
- 15% of our students are classified in the Entering/Emerging Level.

Instructional Materials Used:
(These materials are not used during daily instruction)
- Getting Ready for the NYSESLAT.
- NewsELA.
- Mindplay (for SIFE and level B students).

The students that will be served are all ENL, ENL/SWD, in grades 6 to 8

All records including student attendance, and program notifications, are kept in room 107, and room 115.

Students will attend Wednesday through Thursday 3:00 pm to 4:30 pm, from November, 2018, through May, 2019. The Language of instruction is English, and all teachers are certified ELA/Math 7-12, and two ENL certified teacher.

Students will be grouped according to grade and skill level, on a ratio of twenty students to one teacher. Teachers will be certified in either Math or ELA. The ESL teachers, will be alternating a push in method, with a pull out strategy when necessary. The mode of instruction will be flexible grouping, to address the skill levels of all students in various grades.

All communications to parents, home language support, will take place via Pupilpath, and communications will be received by parents in their native language, via the automatic translating software in the email system, and Remind.
Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____

Contractual professional development sessions will be used for ENL staff development. PD topics will remain: ENL lesson planning and differentiation, ENL classroom management skills, selecting ESL teaching materials, multicultural awareness, NYSESLAT format, content based applications, listening/speaking strategies.

All teachers serving entitled students, will continue to attend ongoing Mondays school based & Borough Center workshops (when necessary). The PD sessions ensure that all pedagogues are trained in the latest ENL strategies, and implement new strategies in the classroom, affecting all children decoding, phonetics, and comprehension skills.

Subject area teachers, Asst. Principals, and guardian counselors will receive ELL training via the Borough Center, and during our 2 scheduled full day professional development days. A multisession SWD/ENL Clinic will be scheduled for teachers of SWD students with ELL classification, it will be provided by CITE, four times per year, two hour sessions, months to be determined, and will take place during the school day. Teacher's trained will be covered in order to attend training. Any cost, will be covered by the School, and allocated Title III funds, if applicable.

All newly appointed teachers serving entitled students, will be provided with a mentor teacher to assist them in planning, delivery of instruction & assessment. Their mentoring will be tracked via the already existing mentoring system. New teachers will continue to be provided with the mandated ENL training.

Future PD will be provided by the Borough Center as needed, CITE, four times per year, two hours per session. PD specialists, and our ELL teacher Ms. I. Zucker, once per month, second Monday of each month. The P.D. will focus on academic rich language, the next generation standards, and DOK for ENLs students. This is separate from the ELL clinic mentioned above. Agendas, materials, sign sheets, and feedback forms are stored by the ELL Asst. Principal.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities
Part D: Parental Engagement Activities

Begin description here: _____

Parent orientations are conducted for parents of newly enrolled ENLs to provide them with information about available programs. Parents are able to ask questions regarding ELL services. Informational materials are available in a variety of languages.

A monthly open house will continue to be conducted on the second Tuesday of every month for the whole year. Open houses are conducted by our Parent coordinator, and ELL supervisor, Mr. A. Centola, to orient ENL parents on program requirements, instructional standards, assessments to be implemented and school expectations. ENL parents are encouraged to meet with teachers regarding their child’s performance at least twice a year. Translators are provided both in-house, and Via the DOE translation unit.

An ENL parent meeting is given in the second Tuesday of March prior to testing, in order to review strategies that would assist students in standardized tests. Open houses take place the second Tuesday of every month where ENL parents are encouraged to attend and visit the school. Their needs are evaluated via interview, parents' survey, and PA meetings.

Citizenship classes, and information on Citizenship requirements, continues to grow and is conducted in cooperation with the Boys and Girls club, to assist with the integration of new ENL Parents into the community. Monday - Thursday, 6:00 PM to 10:00 PM.

Our CBO, continues to provide adult ENL classes for parents, Monday - Thursday, 6:00 PM to 10:00 PM. All notifications are back packed home, advertised on our Website in several languages, and announced via telephone through our automated School Messenger., and push notification via our APP.

All records, including agendas, attendance sheets, and fliers are kept in room 107 and room 115, and this portion of the program will be covered by the school's budget, aside from Title III.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $_____  

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- High quality staff and curriculum development contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

| District | 30 |
| School Name | Horace Greeley Middle school |

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Clemente Lopes</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Alfredo Centola</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Iris Zucker</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Sharon Narvaez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Deborah Ulip/ELA</td>
</tr>
<tr>
<td>Parent</td>
<td>type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Cathy Papas/MATH</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Carolyn Peterson</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Boys and Girls club</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Dr. Philip Composto</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

Provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

<table>
<thead>
<tr>
<th>Teacher Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>768</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>133</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>17.32%</td>
</tr>
</tbody>
</table>
**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school offers (check all that apply):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

- Transitional bilingual education program (TBE) | Yes | No | If yes, indicate language(s): |
- Dual language program (DL) | Yes | No | If yes, indicate language(s): |
- Freestanding ENL | Yes | No |

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
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<th>K</th>
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**Part III: Assessment Analysis**

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   1. ELL’s are evaluated by an informal interview, and administered the NYSITELL, In-house Pre and Post Assessments, and student work/portfolios. The data provides a baseline reading and writing level which is then used to determine placement and additional services for the students.
   2. The NYSITELL and NYSESLAT results over a three year period reveal that there are a large percentage, 45%, of three-year Advanced students that are on the Proficiency borderline. This pattern helps direct instruction specifically towards this need as students will reach English Proficiency.

2. What structures do you have in place to support this effort?
   1. Asst. Principal and Principal, conduct interview of new incoming students, and determine placement.
   2. Pupil account secretary, leads parents to parent coordinator, where the video outlining all possible services for all new
students is shown, and programs are explained; interpretation unit is used as needed.
3. Nysetel is administered.
4. NewsELA, and Pre-Rally assessment is administered.
5. Data is reviewed, and placement and programs are chosen; e.g., more ESl minutes, or more AIS programming, and RTI discussed on a case to case basis.
6. Data is revisited at the end of the scholastic school year.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
I.S. 10, monitors performance through Learning walkthroughs, Formal and Informal observations, snapshots, State Exams results, Report Cards, NewsELA pre and post Data, and in-house Periodic assessments, the ELL focus is constantly being realigned according to students' needs, and skills.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Data is reviewed by the Asst. Principal, Principal, ESL dept. Chair, and reg. Ed. Teachers. Placement and programs are chosen; e.g., more ESl minutes, or more AIS programming, and RTI is discussed on a case by case basis.
Data is revisited at the end of the scholastic school year.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (Rti) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
The NYSITELL, NYSESLAT over the last three year period, have shown that many of our ELL students that range on the 4-6 years in the school system are approaching proficiency. In order to facilitate the transition, we have created after school programs that are geared toward test sophistication, and our AIS program focuses on writing and comprehension for ELLs via our new software system, NewsELA

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? [[Refer to the ELL Data Analysis Tool and RLAT from ATS].
We are currently awaiting the results from the state in regards to the NYSESLAT, Math, ELA, and Grade eight Science.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Instructional cabinet, chairperson of dept., review the Data, and identify trends.
Asst. Principals, and Dept. Chairs, meet with the teams, and share their findings.
teams dedicate the months of September and October to review, rewrite, and adjust pacing calendars and curriculum maps, to address our deficiencies.
Parents are informed during our P.A. meetings.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      I.S. 10 has set up a Freestanding ENL program. All of the 133 students in our program will receive the mandated number of minutes or more in ESL and ELA, accordingly as determined by the NYSITELL and the NYSESLAT scores. Regardless of their level, they will receive a minimum of 8 periods per week, 45 minutes per period,
in ELA. They will then receive ENL in accordance with their results in the NYSESLAT once the data is received. Former ELL students, will receive their mandated two periods of instruction, via an ELA teacher, as a pull out.

b. TBE program. *If applicable.*
N/A

c. DL program. *If applicable.*
N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   ENL periods are provided in two venues:
   1. 4-5 periods of freestanding ENL.
   2. 3-4 periods of ENL via push-in model into a core subject area. Each period for a duration of 45 minutes.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   ELLs are provided with differentiated instruction within their ELA, Math, S.S., Sci., and ENL class which includes grouping based on specific needs with targeted skills in order to maximize growth. This methodology is closely followed in our after school program were the students are grouped according to ability, and not according to their corresponding grade level. Core content is delivered via their core classes by the content area teachers, with the future assistance of two ENL teachers.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

   ELLs are given the opportunity to take the NYC Performance exams, and the NYS exams in their native language, and will take the assessment if needed in separate location.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. Sife: Two of our ELL students have been identified as SIFE students. These students have been identified through academic records, grades and test scores, informal assessment of literacy skills, interview and inquiry into a student’s academic background and writing samples. In addition to our After School ELA and Math Program, SIFE students are offered and encouraged to participate in extended day activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy and mathematics. These services are implemented during the school day. SIFE students also use the following resources: Sound Reading, a program that is devised primarily for Beginners ENLs, to train the students in the beginning stages of the English phonics and phonemes. Guidance Counselors are used as an intervention tool and serve as a connection between home and school.

   b. Newcomers: In addition to all the services described under the developing and SIFE description programs, our focus will be on parent and child outreach and assimilation to community and school culture. Parents of students who are new to the country need a lot of support from the school community. Translation Funding can be used to help facilitate this transition. These services will be used to:
   - Communicate information about the school’s academic programs and after school programs
   - Communicate information about a child’s academic progress and student needs
   - Translating written communications between school and home
   Also, our I.S. 10 website, and school APP, that is used primarily for communication with parents, is able to translate all information to parents in more than 70 different languages with the simple push of a button.
c. Developing: ELLs will continue to receive individualized and differentiated instruction as well as AIS services. In the classrooms, lessons will integrate literacy with academic content. Teachers will draw on students’ cultural and linguistic backgrounds and life experiences. Data will be used to drive instruction. The instruction will be geared toward helping developing ELLs build literacy skills and strategies. Lessons will be based on the Learning Standards for English as a Second Language. Developing ELLs will use NewsELA, as well as, being invited to participate in extended day activities and the After School Reading and Math Program.

d. Long-term; ELLs will continue to receive individualized and differentiated instruction as well as AIS services. In the classrooms, lessons will integrate literacy with academic content. Teachers will draw on students’ cultural and linguistic backgrounds and life experiences. Our goal is to move our long term ELLs in accomplishing the goal of English Language proficiency. Data will be used to drive instruction. The instruction will be geared toward helping our long-term ELLs build literacy skills and strategies. Lessons will be based on the Learning Standards for English, Math, and Science. Long Term ELLs will use NewsELA, as well as, being invited to participate in extended day activities and the After School Reading and Math Program.

e. Former ELLs: Are placed in Targeted classes to assist them during their transition to Regular classes. Target classes follow a modified curriculum that ensures that the pacing of instruction is tailored to address the acquisition of academic language, while following the infusion of the standards in all core subjects.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

   Instructional Materials Used:
   - Getting Ready for the NYSESLAT
   - ESL Accelerator (software)
   - NewsELA (software)

   ELL-SWD students are also programmed into our Direct Instruction classes, were students are placed according to ability and not their grade level.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

   All SWD ELL’s receive ELL Services via a push-in method. An ESL teacher works with the content area teacher within the classroom followed by a 4 times/week pull out service where the same ESL instructor reinforces the learning that occurred and uses ESL accelerator, and/or NewsELA to enhance comprehension and vocabulary.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

   SWD ELL’s, Hold Overs, and ELLs with Writing Deficiencies:
   SWDs: Pull out program, 4x/wk, 1 pd/session, 45 minutes where students are main streamed into a grade appropriate class in order to receive the ESL instruction via a licensed ESL teacher.
   Hold Overs and ELLs with Writing Deficiencies: Students are held over 1 grade. Students are placed in an ESL class with extra AIS services, 4x/wk, 1 pd/session, 45 minutes. ESL services are provided by a licensed ESL teacher while the AIS services are delivered by a licensed ELA teacher.
   ELLs in need of intervention, will attend our after school program 3x/wk for 5 months. The materials used in this program are, ESL Accelerator, Getting Ready for the NYSESLAT, and Kaplan. Furthermore, our SWD students are scheduled 4x/wk for direct instruction Phonetic Program.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

   New program to be used in the ESL classes is called NewsELA, a program that focuses on non-fiction articles, that combines real time assessment with differentiated content. All articles are provided in different lexicon levels, and the software adustes the difficulty of the reading, assignments, and assessments according to each child level and ability.
We will continue to use ESL accelerator, a phonetic, visual/Kinesthetic program that allows the students to progress at various level of instruction.

10. If you had a bilingual program, what was the reason you closed it?
   N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   All ELLs students are programmed in an exact equal matter as the General Education students. All ELLs receive the same amount of Physical Education, Unified Arts, and all after school programs and clubs.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
   ESL accelerator, BoardWorks, NewsELA, Getting ready for the NYSESLAT, Kaplan, smart boards, Lap tops.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   N/A

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   ELLs are programmed heterogeneously, regardless of language level, and are placed in classes that service ELLs only.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   N/A

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
   All new-comers are enrolled in our Beginner ESL class, where the staff is aware of the students' levels and they concentrate in the development of language and reading/speaking/writing comprehension. Furthermore, new comers will be assigned peer tutors, in particular in grade sixth, that assist children with their school work, social development, and immersion into the NYC school system. Guidance counselors, and Ms. Ulip, supervise the peer tutoring program.

17. What language electives are offered to ELLs?
   N/A

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
   N/A

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Contractual professional development sessions will be used for ESL staff development via CITE.

- Possible PD topics are: ESL lesson planning, ESL classroom management skills, selecting ESL teaching materials, sensitivity training, multicultural awareness, NYSESLAT format, content based applications, listening/speaking strategies.

All teachers serving ELLs will attend ongoing city wide & future borough support center workshops when appropriate.

Subject area teachers, Asst. Principals, and guidance counselors will receive ELL training via borough support center specialist, and during our 2 scheduled professional development days on November, 2018, and June, 2019.

ESL Clinics for Core Subject teachers, will be scheduled for teacher of ELL classes for the months of February and March, using CITE specialist as the PD provider.

- All newly appointed teachers serving ELLs will be provided with a mentor teacher to assist them in planning, delivery of instruction & assessment.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

ESL clinics will be scheduled for all staff instructing ELLs during the month of September, October, and June to assist with transition; PD. will be given by the Counselors of the Academies, and Asst. Principal in charge of ESL.

Professional development will be conducted for families with focus on transition to the next grade, and The Adolescent Child.

All newly appointed teachers serving ELLs are provided with a mentor/s, to assist them in planning, delivery of instruction, and assessment.

New teachers are provided with the mandated 7 ½ hours of ESL training, via and/or Outside providers.

PD will be outsourced, but also provided by Ms. Zucker-ESL teacher, Sussman Co. and Cite specialists. Additional PD will be given during the Monday PD. session as need arises

- Agendas, materials, sign sheets, and feedback forms are stored by the ELL Asst. Principal.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parent orientations are conducted for parents of newly enrolled ELL’s to provide them with information about available programs. The Video is shown. Parents are able to ask questions regarding ELL services. Informational materials are available in a variety of languages.

A parent conference is conducted each Fall and then again in the Spring before Parent-Teacher Conferences to orient ELL parents on program requirements, instructional standards, assessments to be implemented and school expectations.

ELL parents are encouraged to meet with teachers regarding their child’s performance at least twice a year. Translators are provided.

An ELL parent conference is given in the Spring prior to testing, in order to review strategies that would assist students in standardized tests.

Open houses take place the second Tuesday of every month where ELL parents are encouraged to attend and visit the school. Their needs are evaluated via interview, parents’ survey, and PA meetings.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Evening conferences for Parents of ELLs, with focus on transition, programs, parents bill of rights, school community and parental choices.

Citizenship classes are being given, by the Boys and Girls club, to assist with the integration of new ELL Parents into the community.

Our CBO, Boys and Girls club,, will be asked to continue to provide adult ELL classes for parents.
<table>
<thead>
<tr>
<th>Additional Information</th>
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<tbody>
<tr>
<td>Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.</td>
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2018-19 CEP
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Clemente Lopes, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Clemente Lopes</td>
<td>Principal</td>
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<tr>
<td>Alfredo Centola</td>
<td>Assistant Principal</td>
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<tr>
<td>Carolyn Peterson</td>
<td>Parent Coordinator</td>
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<tr>
<td>Iris Zucker</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Elizabeth Lugo</td>
<td>Parent</td>
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<tr>
<td>Deborah Ulip</td>
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<tr>
<td>Cathy Sarlo</td>
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<tr>
<td>Sharon Narvaez</td>
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<td>Field Support Center Staff Member</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 30Q010  School Name: Horace Greeley Middle School  Superintendent: Dr. P. Composto

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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</thead>
<tbody>
<tr>
<td>Alfredo</td>
<td>Centola</td>
<td>Asst. principal</td>
<td>No</td>
<td>Yes</td>
</tr>
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</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education (Chancellor’s Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   By using the Home Language Survey, Parent Survey, Student Survey, and ATS, we are able to identify the different home languages of our students. When needed, the school uses the department of translation services via phone, 718 752-7373. The same service translates all documents for the school that are sent home via back pack. The school also has staff members that act as translators when the need arises. Our interactive website, and our APP, translates all the information pertinent to non-English parents into the language of their choice.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
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</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>The array of languages are identified, all written communication is made available through mailings, flyers, and the school website in All languages. We will continue to use the department of translation services via phone, and to translate all school documents that are sent home. School staff members that act as translators, when the need arises, will also assist with the written portion of the translation, and our interactive website will continue to translate all the information pertinent to non-English parents into the language of their choice. Furthermore, our interactive parent email and Text messaging, through pupil path, and IoEducation, allows teachers to communicate with parents via email and text, as they write in English, and the message once sent is automatically translated into the home language identified in ATS, and viceversa.</td>
</tr>
<tr>
<td>1. Parent handbook - 2. Monthly school calendar</td>
<td>1. 2X per year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Once per month</td>
<td></td>
</tr>
<tr>
<td>3. School Leadership Meetings -</td>
<td>3. Once per month</td>
<td></td>
</tr>
<tr>
<td>4. Parent teacher conference announcements -</td>
<td>4. 4X per year</td>
<td></td>
</tr>
<tr>
<td>5. Progress reports - 6. Parent teacher communication emails -</td>
<td>5. 4X per year</td>
<td></td>
</tr>
<tr>
<td>7. After school programs being offered -</td>
<td>6. As needed</td>
<td></td>
</tr>
<tr>
<td>8. New York State testing calendar -</td>
<td>7. 2X per year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. 1X per year</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
We will continue to use the department of translation services. (via phone, and or request a translator)

Teacher’s volunteers.

Parent Association Volunteers.

Our interactive parent email and Text messaging, through pupil path, and IoEducation.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We have IoEducation, that sends mass text messages, and emails to parents in their preferred language outlined on ATS via IoEducation.

Also, our I.S. 10Q APP, and our I.S. 10Q website, sends push notifications immediately, and these notifications are translated according to how each parent has set their settings and language of preference.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

All staff is trained on all pertinent Chancellor's Regulations during the September 2018 meeting, November 2018 full day professional development day, and a refresher during the June 2019 full day professional development day.

Sign sheets, and agendas are kept in room 115.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Welcome posters in various languages at main entrance and Parent bulletin Board

Parent bill of rights on Parent Association Bulletin Board

Parent guide to language access at main entrance, security area, and Parent Coordinator’s office.

Language ID Guide at security desk, Main Office, and Parent’s coordinator’s office.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

- School leadership parent survey
- NYC DOE parent survey
- Feedback and suggestions from Parent association meetings
- Feedback and suggestions from staff
- Oral feedback from parents.